Summative Assessment Task Outline

**Transportation and Change**

The Industrial Revolution

MYP 2

The key concept for our revolution unit is **change**. This concept examines the forces that shape the world, past, present and future. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

For your Industrial Revolution summative assessment task, you will . . .

* formulate a research question related to the changes that occurred in railways, roadways or canals during the Industrial Revolution
* formulate an action plan to research your question that includes at least **three** sources that you plan to consult and why
* address your research question using developed descriptions, explanations and/or examples that discusses both the causes and consequences of the changes that occurred in your assigned method of transportation
* properly document your sources using a recognized convention[[1]](#footnote-1)

The format of your presentation is up to you. It can be an essay. It can be a Powerpoint presentation. It can be an interpretive dance—as long as you include all the information above. Your assignment is due by the close of business on **Friday, March 8**.

Summative Assessment Rubric

Objectives A2, B1, B2 and B4, D3

MYP 2

Name: Date:

Criterion A: Knowing and understanding

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 and 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * demonstrates **basic** knowledge and understanding of the impact of changes in transportation on the growth of the Industrial Revolution through **some** descriptions and/or examples |
| 3-4 | The student:   * demonstrates knowledge and understanding of the impact of changes in transportation on the growth of the Industrial Revolution through **simple** descriptions, explanations and examples. |
| 5-6 | The student:   * demonstrates **good** knowledge and understanding of the impact of changes in transportation on the growth of the Industrial Revolution through descriptions, explanations and examples. |
| 7-8 | The student:   * demonstrates **detailed** knowledge and understanding of the impact of changes in transportation on the growth of the Industrial Revolution **thorough** descriptions, explanations and examples. |

**Command terms and MYP definitions**

**Demonstrate** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

**Describe**  Present a detailed picture of a given situation, event, process, pattern or outcome.

**Explain** Describe clearly and give reasons for a concept, process, relationship or development.

Criterion B: Investigating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 and 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * formulates a **very general** research question * **makes a limited attempt** to follow an action plan to investigate a question * **makes a limited attempt** to address the research question. |
| 3-4 | The student:   * formulates an **adequate** research question * **partially** follows an action plan to investigate a question * **partially** addresses the research question. |
| 5-6 | The student:   * formulates a **clear** research question * **satisfactorily** follows an action plan to investigate a question * **satisfactorily** addresses the research question. |
| 7-8 | The student:   * formulates a **clear** and **focused** research question * follows an action plan **effectively** to investigate a question * **effectively** addresses the research question. |

**Command terms and MYP definitions**

**Formulate** Express precisely and systematically the relevant concept(s) or argument(s).

**Action plan** For this task, your action plan will consist of your Evaluation of Sources assignment in which you listed the sources you plan to consult and why.

**Clear and focused** A research question will be deemed “clear and focused” if it is understandable, relevant and capable of being answered in 400-600 words.

**Effectively** Your degree of effectiveness will be largely determined by how developed your descriptions, explanations and/or examples are (See Criterion A).

Criterion D: Communicating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 and 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **tries in a limited way** to create a list of sources of information. |
| 3-4 | The student:   * creates a list of sources of information **sometimes** according to the task instructions. |
| 5-6 | The student:   * creates a list of sources of information **often** according to the task instructions. |
| 7-8 | The student:   * creates a list of sources of information according to the task instructions. |

**Command terms and MYP definitions**

**List**  Your list of sources will come from your Evaluation of Sources assignment.

1. You should use MLA format for print sources and the Harvard Citation Generator for Web sources, a link for which can be found on our course wiki. [↑](#footnote-ref-1)